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AUTHOR Van Duzer, Carol; And Others
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ABSTRACT

This curriculum for hotel employees is based on the analyses of worksite tasks and interactions. Hotel housekeepers were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Twelve curriculum units were developed, each based on a job task (competency) integral to carrying out the duties of the position. Each competency is then analyzed for language, knowledge, and other basic skills needed to perform a job task successfully. Each unit addresses three language proficiency levels, with vocabulary, basic skills, and culture points pertaining to all levels. This guide includes an introduction to curriculum organization and definitions, notes on use for lesson planning and evaluation, a form for assessing job task needs (coordinated with curriculum units), lesson plan form, progress report form, guide to resources cited, and curricular units. Unit topics include the following: personal identification, reading work schedules, maintaining positive guest relations, providing supplies on request, learning if and when to service a room, following job instructions or describing a job, reporting progress and performance evaluation, reporting lateness or absence, giving directions to places within the hotel and vicinity, reporting and preventing accidents and emergencies, reporting problems or repairs needed, and reading paychecks. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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HOUSEKEEPING ESL

WORKPLACE LITERACY CURRICULUM FOR HOTELS

CURRICULUM TEAM: CAROL VAN DUZER, COORDINATOR
KENWYN SCHAFFNER, INSTRUCTOR
MARGARET SEUFERT-BOSCO, INSTRUCTOR

PROJECT DIRECTOR: INAAM MANSOOR

U.S. DEPARTMENT OF EDUCATION
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Carol Van Duzer
Curriculum Coordinator, REEP
Arlington Public Schools

June, 1990

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Workplace Literacy Curriculum

INTRODUCTION

The Workplace Literacy Curriculum for Housekeeping is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Twelve curricular units were developed. Since priorities may differ from site to site, supervisors, in consultation with the instructor, may be asked to order units according to the special needs at their sites. (A Task Needs Assessment Form is provided on page 7.)

In a 60-hour class it is possible to cover 6-8 units. It is recommended that each class begin with Personal Identification and Work Schedule units which provide a review of basic literacy skills: reading, writing, and numeracy, which are the building blocks for improved workplace literacy skills.

Organization

Each unit is based on a job task integral to carrying out the duties of the position. This task is also referred to as a competency. Each competency is then analyzed for language, knowledge, and other basic skills that are needed in order to perform the job task successfully.

The language pages present the job task (competency) as the unit title. This is then broken down into three levels of language proficiency for use with a multi-level class or in sequential courses. The vocabulary, basic skills, and culture points pertain to all levels of proficiency. It may be helpful to look at a unit of instruction while reviewing the definitions of terms below as used in this curriculum.

Definitions

SPL--(Student Performance Level) The SPL describes a student's language ability at a given level in terms of listening, speaking, reading, writing, and ability to communicate with a native speaker. These descriptions are available in a separate document: Student Performance Level

Document, MELT Resource Package. Each learner's SPL is determined by a pre-test.

Functions--Functions are the focus of language practice. They are units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Language Sample--The examples represent how those functions may be expressed. They exemplify the complexity of language expected at that particular SPL.

Structures--The structures noted identify the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idomatic expression and taught accordingly.

Resources--Texts and materials listed contain activities and exercises which teachers have found to be appropriate for the level and curriculum. These are suggested resources. Teachers should select from these or other materials based on the needs and abilities of their particular students.

Vocabulary--The terms listed represent the essential vocabulary for the unit. They are to be taught and practiced in context, not as a word list.

Basic Skills--These are the reading, writing, and numeracy skills necessary to perform the competency. They should be specifically taught to students who have not already mastered them and should be reviewed for those who have.

Culture--This information focuses attention on cultural points that help students understand workplace values and customs. When appropriate, the information can serve as springboards for classroom discussion on cross-cultural issues.

USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the language and basic skills, resources, and cultural information and consider how they relate to the competency. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them. (See the lesson plan form on page 9.)

1. **Introduction**. Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialog, video presentation, or demonstration.

2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialog itself if possible. This information may have to be provided to students with a low level of proficiency.
3. **Practice.** Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises. Choose activities that move from structured practice (drills, for example) to communicative activities (role play, information gap, simulation).
4. **Application.** Select application activities that give students an opportunity to personalize the language being taught.
5. **Evaluation.** Determine which activity (from steps 3 or 4 above) will enable you to evaluate student performance of the language for the unit, or create a new activity for evaluation purposes. Achievement should be based on <u>demonstrated</u> performance in a job-role situation.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback

-to the learners on their progress
-to the employers on success in meeting the company's aims
-to the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is

-ongoing
-related to the curriculum
-based on demonstrated performance in job-role situations.

On the job, evaluation procedures (usually carried out by the supervisor) take note of changes in

-confidence
-performance
-productivity
-work habits.
-improved use of English

Evaluation Activity: The classroom instructor's primary responsibility for evaluation is monitoring learner progress on what is being taught in the classroom. Although some kind of evaluation should take place in every class, this section is concerned with the formal (documented) evaluation of mastery of work goals, language skills, and basic skills. A distinct activity is used for evaluation. Both the learner and the instructor should be aware that this activity is providing an opportunity for the learner to demonstrate what has been learned. The information is then recorded on the REEP Workplace ESL Progress Report (see page for sample). The Progress Report is an excellent tool for introducing the learners to what they will be studying. By reviewing all or parts of the form at the start of the class and between each unit, learners gain a sense of where they have been and where they are going.

The learners are evaluated on their abilility to apply to the job skill task for the unit, the language functions, structures, and basic skills that have been taught. Consider the quality of performance, remembering that the learners may have previously completed their job tasks successfully, but now the emphasis is on mastery of the specific skills presented for practice in the classroom. Actual performance in an on-the-job situation is the ideal measure of competency. This is not always feasible due to time and worksite constraints. However, in the classroom, a simulation of such a situation can be set up.

Competencies requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, "Reporting Lateness/Absence" could be evaluated in a role-play in which the learner being evaluated could pick a card describing a cause for absence and then use a telephone trainer to call the "office." The instructor or another learner could act as receptionist/supervisor. Competencies requiring reading, writing, or numeracy skills could be evaluated with paper and pencil tasks such as completing forms, taking a message, or finding information on a product label.

Progress Reports: After the evaluation activity is completed, record the learner's progress on the report form. This form lists the work goal (job task), language skills, and basic skills to be addressed in each unit. Learner progress is monitored for each of the skills covered in class. Once you have determined that sufficient time has been spent on practice and application activities, select a time and activity for evaluation. Note

individual progress using the following scale:

learner needs more practice; performs the work task, but makes errors in communication (e.g. structurally incorrect, listener has difficulty comprehending)

\+ learner has mastered the skill; conveys ideas accurately or applies the language to the situation correctly (e.g. easily understood, grammatically correct)

NC skill was not covered in class

Unit progress reports are shared with the learners at the completion of each unit. At least twice during the instructional period, usually midway and at the end, the information is shared on a formal basis with the employer as well. At that time, each learner is also to be rated globally on pronunciation, fluency, and grammar according to the following scale:

pronunciation

1--frequent mispronunciations, cannot be understood
2--some mispronunications leading to confusion, understood if attentive
3--no serious mispronunciations, easily understood

fluency

1--minimal response to or amount of communication
2--shows effort beyond minimum
3--elaborates response

grammar

1--very little control of structure taught, making comprehension difficult
2--control of simple structures, but makes errors which occasionally obscure meaning, can correct self.
3--controls most of the structures taught, but makes occasional errors that do not obscure meaning, corrects self.

A space is provided on the form for instructor's comments. The student's signature indicates that the learner has seen and understood the report.

Other Assessments: Learners may be asked to fill out self-evaluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to rate the class as a whole, as well as individual learners, in order to indicate the impact the instruction has had on the job. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

Task Needs Assessment: Housekeeping

Below is a list of job skill tasks (competencies) and oral language skills (functions) necessary to carry out these tasks. These form the basis of the curriculum. In a 60-hour class, it is possible to cover 6-8 units.

The first three units listed should be covered the first few class sessions. They provide an opportunity to review basic literacy skills--reading, writing, and numeracy. The other units then need to be prioritized by the hotel contact person (general manager, supervisor, liaison), in consultation with the classroom teacher, to determine class content. This enables the curriculum to be tailored to meet the hotel's most pressing needs.

	Unit #
General ESL: Personal Identification	1
Identify self	
Ask/answer questions about self	
Request clarification	
Read Work Schedules	2
Report information	
Ask/answer questions about day/time	
Make requests	
Maintain Positive Guest Relations: Small Talk	3
Greet	
Introduce self	
Take leave	
Ask/answer requests for information	
Offer assistance	
Provide Supplies Upon Request	____
Identify supplies	
Respond to requests	
Request clarification	
Offer assistance	
Apologize	
Make a suggestion	
Find Out If and When to Service a Guest Room	____
Announce self	
Request information about time	
Request clarification	
Inquire about/express intentions	
Follow Job Instructions/Describe Job Tasks	____
Identify furniture	
Identify parts of room	
Identify supplies for tasks	
Follow verbal instructions	
Request Clarification	
Ask/answer questions about tasks	
Follow simple written instructions	
Give instructions to others	

Report Work Progress and Clarify Performance Evaluation ____
- Respond to requests for information
- Request clarification
- Respond to criticism
- Give reasons/explanations
- Respond to praise

Report Lateness/Absence ____
- Identify self
- State problem/give reason
- Identify body parts/illnesses
- Make a request on telephone
- State intention

Give Directions to Places within the Hotel and Vicinity ____
- Respond to requests for information
- Provide information about location
- Apologize
- Give directions
- Make a suggestion

Report and Prevent Accidents and Emergencies ____
- Identify safety signs
- Report accidents
- Warn others
- Request clarification
- Explain safety signs
- Make a suggestion

Report Problems: Repairs Needed ____
- Identify problems
- Report problems
- Request clarification
- Request assistance

Read Paychecks ____
- Identify terms
- Ask/answer questions
- Ask for assistance
- Report problems

Other

_____

_____

_____

_____

Lesson Plan

Lesson Objectives:

Warm up/Review/Introduction

Presentation

Practice

Application

Evaluation

REEP WORKPLACE ESL

PROGRESS REPORT: HOUSEKEEPING

Employee _____ Teacher _____ Hotel _____ Start Date _____

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Personal Identification			
Identify self	___	Identify letters	___
Ask and answer simple questions	___	Write alphabet	___
Ask for clarification	___	Write name	___
		Complete simple form	___
Speak with Guests			
Greet guests	___	Write simple sentences	___
Introduce self	___	Write simple questions	___
Take leave	___		
Ask and answer simple questions	___		
Offer assistance	___		
Read Work Schedule			
Identify days	___	Identify numbers 1-100	___
Identify dates	___	Write the days	___
Tell time	___	Write the date	___
Ask and answer questions about schedule	___	Write the time	___
		Complete leave request	___
Request schedule change	___	Calculate hours worked	___
Answer Requests for Supplies			
Identify supplies	___	Read names of supplies	___
Answer requests	___	Match names with pictures	___
Ask for clarification	___	Count supplies	___
Offer assistance	___	Complete supply request form	___
Apologize	___		
Explain reason	___		
Make a suggestion	___		

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Service a Guest Room			
Announce self	___	Identify common signs	___
Ask polite questions	___	Identify words/codes	___
Request clarification	___	on assignment slips	___
Ask about intentions	___	Read room numbers	___
		Complete work assignment slips	___
		Calculate time	___
Follow Instructions/Describe Job Tasks			
Identify furniture	___	Identify words in	
Identify placement of objects	___	instructions	___
		Read room assignment slip	___
Identify supplies for task	___	Read labels on cleaners	___
		Read room inspection	
Follow instructions	___	checklist	___
Request clarification	___	Estimate time needed	
Give sequence of tasks	___	to complete task	___
Report Work Progress			
Answer simple questions	___	Write simple sentences	___
Respond to praise	___	Write simple questions	___
Respond to criticism	___	Estimate time needed to	
Report progress	___	complete a task	___
Give explanations	___		
Discuss Performance Evaluation			
Respond to praise	___	Read performance	
Respond to criticism	___	evaluation	___
Identify ratings	___		

Key
✓ -still practicing
+ -can do well
NC -not covered

10

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Report Lateness/Absence			
Identify self on telephone	____	Identify health words	____
State problem	____	Read appointment cards	____
Give reason for problem	____	Complete sick leave forms	____
Identify body parts		Calculate hours of sick pay	____
Identify ailments	____	Complete leave request form	____
Make a request on the telephone	____		
State intention of return to work	____		
Give Directions to Places			
Answer requests for directions	____	Identify signs in hotel	____
Identify location of hotel facilities	____	Locate info on floor plan/directory	____
Give directions	____	Interpret ordinal numbers and fractions	____
Make suggestions	____		
Report/Prevent Accidents/Emergencies			
Identify safety signs	____	Fill out accident report form	____
Report accidents	____	Fill out insurance claim form	____
Warn others	____	Dial security or emergency phone number	____
Make a suggestion	____	Read safety regulations	____
Report Repairs Needed			
Identify problems	____	Identify room numbers	____
Report problems	____	Fill out work orders	____
Request clarification	____	Fill out lost and found slips	____
Request assistance	____		
Read Paychecks			
Identify terms on stub	____	Endorse check	____
Report a problem	____	Calculate pay	____
Ask for assistance	____		

Key

✓ -still practicing
+ -can do well
NC -not covered

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature_____ Date_____

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature_____ Date_____

Perfect attendance -Yes
-No

1 - Need improvement
2 - Satisfactory
3 - Good

Arlington Education and Employment Program
1601 Wilson Boulevard
Arlington, VA 22209
(703) 358-4200

GUIDE TO ABBREVIATIONS OF RESOURCES

AL	Anne Lomperis (Vocational ESL for Hotels)
ANS	A New Start
EAC	English for Adult Competency
EEL	English in Everyday Life, Book 1
ESL Act	ESL for Action
ETW	English that Works
FFX	Fairfax County Curriculum (Virginia) (English in the Workplace)
H/M Words	Hotel/Motel Words
LWS	Let's Work Safely
MIHY	May I Help You?
S/S	Side by Side
SE	Survival English
SUAP	Speaking Up at Work
WUSA	Working in the USA (video/workbooks)
YFJ	Your First Job

Techniques

TPR — Total Physical Response

This approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous

variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. (from Q&A, Eight Approaches to Language Teaching, ERIC clearing-house on Languages and Linguistics)

LEA

Language Experience Approach

This approach is a valuable technique for giving low-level learners practice in reading, self-expression and communication. Learners develop their own stories for practice, prompted by discussion of a starter topic such as a shared experience, recent event, or visual stimulus (picture, photograph). This may be done as a whole-class or small-group, or individual activity. (from Expressways Foundations Teacher's Guide, Prentice Hall, 1990)

GENERAL ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self	What's your name? My (first/last) name is _____.	Wh- questions	*Activities*: basic literacy role play interviews
	Ask/Ans. questions (self)	Are you married? Do you have children? What's your address? Where are you from?	Yes/No questions WH- questions	*Texts*: Before Book I(many) A New Start (many) Survival Eng. I lesson 1
	Request clarification	Excuse me. Repeat that, please C-A-R-L-O-S		
3	Identify self	I'm your housekeeper.		*Texts*: EEL, SE, ETW I
	Ask/Ans questions (self)	How long have you lived in the US? present perfect How long have you worked at (hotel) ?		
	Request clarification	How do you spell that? How long?		

General ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	**see above**			*Texts:* Side by Side I
	Ask/Ans requests for info.	How many dependents do you have? What did you do in your country?	Wh- questions	
	Request clarification	C as in candy, etc.		

Vocabulary:

Personal Identification:	name (first, last, middle), address, birthdate (age), SS #, sex, telephone #, native country, marital status, dependents,
Form words:	circle, check, sign, print
forms:	application, insurance claim, accident report, work order, leave request, W-2

Basic Skills: *Related to Personal Identification*

Read:
- Recognize own name in print (check attendance sheet)
- Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequenc
- Identify and demonstrate understanding of words frequently seen in work environment
- Supply missing words in sentence through use of context)

Write:
- *if at literacy level,* trace and copy letters of the alphabet
- Write upper/lower case letters from memory
- Write first and last anme in manuscript letters
- Write simple declarative sentences
- Write simple interrogative sentences

Numeracy
- Identify numbers 0 -100 from memory
- Provide address, telephone number, age, birthdate, # of children

Culture:

Read work schedule

READ WORK SCHEDULE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Report info. (days)	Do you work on Monday? Does he work on Sunday? I work on __ , ___, and ___ I don't work on ___.	simple present Yes/No questions	*Realia*: work schedule, calendars, clocks *Activities*: make group schedule
	Ask/Ans. questions (time)	What time do you work? I work from 8 to 4:30.	Wh- questions	*Visuals*: Worksight 12+20 Speaking Up at Work 33-34 *Texts*: A New Start 13-14, 63-64 Survival English 56-58+
3	Report information (days)	What's your schedule? I'm off ___ and ____ I worked 5 days last week. I didn't work yesterday.	← simple present simple past	← *Video:* WUSA I scene WUSA III 26-27, 31 *Texts:* Fairfax 73-74, Roy Bowers 29
	Ask/Ans questions (time)	What time do/did you punch in? What time is your break?	simple present/past	
	Make requests	Can I have next _____off? I have a doctor's appointment.		

Read work schedule

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1-5	Report information	How long do you have for lunch? What shift do you work? I came in an hour early so I can leave at 4:00.		*Texts:* English That Works I 134+ Your First Job Unit 4, Speaking Up at Work 11-14
	Request schedule change	Can I have next ____ off? Could you work for me this Friday. I have to go to the doctor. If I work Sunday, can I have Monday off?	polite requests If clauses	

Read work schedule

Vocabulary:

numbers:	0 - 100
days/dates:	days of week, months
time words:	from... to, at, on, o'clock, shifts
verbs:	punch in/out, sign in/out, change
leave:	sick leave, vacation, holiday, leave request

Basic Skills:

Read:
- Locate information on work schedules
- Tell time from analog/digital clocks
- Identify days/dates in long and abbreviated forms
- Supply missing word in a sentence through use of context

Write:
- Write days of the week in long and abbreviated form
- Write the date using correct puncuation
- Write numbers 0 -100 from memory
- Write the time
- Complete leave request forms
- Write simple declarative and interrogative sentences

Numeracy:
- Count and sequence numbers 0-100
- Match a given number of objects, pictures, or objects with the correct numeral
- Calculate number of hours worked

Culture: Industry Practices

Find out what the hotel's policies are for the following:

punching in/out _____
break time: _____
lunch time: _____
leave requests: _____
schedule changes _____

MAINTAIN POSITIVE GUEST RELATIONS: SMALL TALK

›L	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1,2	Greet	Good morning. Welcome to (hotel). How are you? Fine, thank you.	polite expressions	*Activities:* role play *Texts:* Fairfax44-46,
	Introduce self	My name is _____ I'm your housekeeper.		Voc. ESL Unit A:2
	Take leave	Good bye. Have a nice day.		
	Greet	Hope you enjoy your stay.		
	Ask/Ans. requests for info.	Where are you from? Is your room okay?	simple present: Be	
	Take leave	Have a nice trip. Please come again.		
5	Offer assistance	Is everything okay? Let me know if you need anything.		*Video* WUSA I pp 67-88, WUSA I1 pp 1-19. *Visual:* ESL for Action 41
	Ask/Ans requests for info.	How long will you be staying? Are you enjoying your stay? Are you here on business?		*Texts:* Voc. ESL UnitA:2+4
	Take leave	Hope you enjoyed your stay.		

H-7

Vocabulary:

Parts of the day: morning, afternoon, evening, night
Reasons for staying in hotel: business, conference, pleasure, vacation

Basic Skills: *Related to Personal Identification*

Read: Recognize own name in print (check attendance sheet)
Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequenc
Identify and demonstrate understanding of words frequently seen in work environment (supply missin
missing words in sentence through use of context)

Write: *if at literacy level,* trace and copy letters of the alphabet
Write upper/lower case letters from memory
Write first and last name in manuscript letters
Write simple declarative sentences
Write simple interrogative sentences

Culture: Industry Rationale

It personalizes the guest's experience at the hotel to have the housekeeper introduce him/herself and welcome the guest. This personalization encourages the guest to return and to recommend the hotel to friends and associates.

Inquiring about guests' enjoyment of hotel stay shows the housekeeper's concern and interest. This personal attention encourages the guest to return and recommend it to friends and associates.[2]

Anne Lomperis More. Vocational ESL for Hotels, page 40.

Provide supplies upon request.

PROVIDE SUPPLIES UPON REQUEST

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify supplies	Do you have any soap? I need/want some tissues.	singular/plural nouns some/any	*Realia:* things on cart *Activities:* TPR technique Silent Way requests
	Respond to requests	* I'd like an extra towel. * Could I have more soap. Here you are. Here you go.	quantity expressions some, more, extra	*Visuals:* draw carts, match pictures/words, Fairfax 43, 47, appendix May I Help You 60, 66, 13 Let's Work Safely 60, Speaking Up at Work 129
	Request clarification	I'm sorry. I don't understand. What? How many? A facecloth?	Wh- questions	*Video:* WUSA II p. 81
3	Offer assistance	May (Can) I help you?	polite expressions	*Texts:* Fairfax 53-55 Voc. ESL Unit A:3 UnitB: 9
	Respond to requests	**see above** Here they are. Here it is. Here is the shampoo. Here are the matches.	singular/plural count/noncount nouns	
	Request clarification	A Bathtowel or handtowel? Could you repeat that, please.		

*Students to respond only

Provide supplies upon request.

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Offer assistance	What can I do for you? How can I help you? Do you need anything else?	Modal: can	*Texts:* Voc. English Unit B: 9+10 Speaking Up at Work27-29
	Respond to requests	Here is/are the towels you requested/asked for. Could you get me some extra pillows. I wonder if you could give me some more glasses.	polite requests	
	Apologize	I'm sorry housekeeping doesn't have any lotion. I'm sorry, I'll get some/one for you. I'm sorry. I'll ask my supervisor to help you.	some/one	
	Make a suggestion	Call housekeeping if you need anything else. You can find lotion in the gift shop.		

* Students to respond only

Provide supplies upon request.

Vocabulary:

linen:	sheets (sizes), pillowcases, blanket, bedspread, mattress pad, rubber mat
terry:	bathtowel, handtowel (face towel), washcloth (facecloth) bathmat
amenities:	soap, conditioner, shampoo, lotion, shower cap, shoe cleaner, sewing kit, mouthwash, pad, pen/pencil, stationary, envelopes
basics:	glasses, ice bucket, ashtray, matches, tissues (Kleenex), toilet paper, wastebasket (trashcan), laundry bag, plastic bag, crib, cot
cart:	vacuum, cleanser (e.g. Comet), spray cleaner, linen bag, trash bag

Basic Skills:

Read:

Read words related to work experiences
Identify and demonstrate understanding of words that frequently appear in work environment
Match words with objects or pictures
Training materials about placement of supplies.
Read diagrams related to supply closet or packing cart, if applicable.

Write:

Complete supply request forms, if applicable
Write simple declarative and interogative sentences

Numeracy: Count supplies

tudents to respond only

Provide supplies upon request.

Culture: Industry Practices

Identifying what is being delivered as per guest request is more courteous than just handing the items to the guest without saying anything. The policy at some hotels may be that relatively formal language is used (i.e. *Here towels you requested* instead of *Here are the towels you wanted*).[1]

If a guest addresses a housekeeper in the hall with her/his cart, it is expected that the housekeeper will offer assistance to the guest, out of courtesy as a service provider.[2]

However, if a guest asks for an item that is not available from the housekeeping department, it is necessary to simply let the guest know the request cannot be fulfilled. Expressing regret helps to show that the housekeeper nevertheless concerned that the guest's request cannot be fulfilled.[3]

In some hotels, the policy is to always find some way to fulfill a guest request, even if it is for a non-standard item. Thus, the housekeeper tells the guest she/he will check with the supervisor and then reports back to the guest.[4]

Anne Lomperis More. Vocational ESL for Hotels, lesson 3
Ibid., lesson 8
Ibid., lesson 10
Ibid., lesson 10

FIND OUT IF, AND WHEN, TO SERVICE A GUEST'S ROOM

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Announce self	Housekeeeping		*Realia:* clocks, "do not disturb sign".
	Request information (time)	Can I clean now? When can I clean *Come back in 15 minutes. *After 2:00.	Yes/no questions: can WH- questions: can time expressions	work assignment slip *Activities:* role play
	Request clarification	After 2:00? I'm sorry. What time?		*Texts:* Fairfax 48-52, Survival English 55-58
3	Announce self	Housekeeping		
	Request information (time)	Are you ckecking out? What time should I come back? May I clean your room now? * Could you come back in 15 minutes/later. * I'll be leaving in a few minutes	polite questions	*Video:* WUSA I p. 43+ WUSA II p. 58+
	Request clarification	15 minutes? Okay.		

Find out if, and when, to service a guest's room

SPL	FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Inquire about/express intentions	Will you be staying longer? We'll be staying until tomorrow. No, we're checking out late.	future progressive	*Texts:* Voc. English Unit A:6 Unit B: 7

Find out if, and when, to service a guest's room

Vocabulary:

Assignments: check out, stay over, vacant, occupied, ready, dirty
Time: hours, minutes, parts of an hour, after (time), in (minutes), later
Verbs: clean, make up, knock, disturb (as in Do not Disturb)

Basic Skills:

Read: Identify common signs (i.e."Do not Disturb")
Identify words/codes related to work assignment slips
Tell time
Read room numbers
Read alpha-numeric codes

Write: Check off (identify) work completed on assignment slips
Write simple declarative and interrogative sentences

Numeracy: Calculate time (as in "come back in a 1/2 hour)
Identify numbers

Culture: Industry Practices

Find out the hotel policy about...
asking if guest is checking out _____
the appropriate time to ask guest about servicing room_____

Even though a housekeeper's record may show that the guests in a given room are checking out that day, it is wise to ask guests to confirm this, in case they have changed their plans, or the hotel records are incorrect or not up-to-date.[1]

In some hotels, as long as a room is occupied before check out time, a housekeeper should never come to such a

[1] Anne Lomperis More. Vocational ESL for Hotels, lesson 6

room to ask if the guests are checking out and when they will be leaving. The guests should feel welcome until tl moment they leave.[1]

If, however, in these same hotels, a room designated as a check out is occupied after check out time, it is acceptable for the housekeeper to come to the room and ask about the guest's plans. The housekeeper should assume the guest is staying longer and ask to confirm this.[2]

If a guest is checking out late or has decided to stay over, the housekeeper should let her/his supervisor know.[3]

[1] Ibid., lesson7
[2] Ibid., lesson 7
[3] Ibid., lesson 7

FOLLOW JOB INSTRUCTIONS/DESCRIBE JOB TASKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify furniture	There are 2 beds. There's a king size bed.	There is/are contractions	*Realia:* furniture in room play furniture
	Identify parts of room	The closet is over there. The chair is near the window.	prepositions:location	*Activities:* TPR technique draw pictures of rooms info gaps, role plays
	Identify supplies for tasks	I need a vacuum. Use the spray cleaner.	simple present	*Visuals:* sequenc cards, Fairfax , English for Adul Competency, Hotel/Motel Words, Survival Eng. 178+ A New Start 17, 142,,
	Follow verbal instructions	* Put a pad on the dresser. * Vacuum under the bed. * Dust around the guest's things.	prepositions:location	Eng. Everday Life I 39-47 Speak Up at Work 128+
		*Take this iron to room 212. *Take these pillows to 718.	this/these	*Texts*:: Fairfax 31-42 Survival English 39, 201
	Request clarification	Where? What? Please show me. Under the bed?	Wh-question words	*Video:* WUSA I p 36

Follow job instruction/Describe job tasks

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
3	Ask/Ans. questions (task)	What does she do first? She puts the pillow on and then the bedspread.	adverbials: first, next, etc.	*Texts:* Fairfax 81-83
	Follow verbal/ simple written instructions	Check under the bed before you vacuum. Wipe the tub after you clean the tiles.	adverbials: before, after	
	Request clarifcation	Like this? Is this okay?		
4 5	Give instructions to others	**see above**		*Texts:* Roy Bowers 49, Hotel/Motel Words 1-19, WUSA I p 45 *Advities:* write simple training manual
	Follow written instructions	**see above**		
	Request clarification	What should I do first? Could you tell me again.	modals: could, should	

espond only

Follow job instruction/Describe job tasks

Vocabulary:

Furniture: bed, dresser, chair, nighttable (stand), desk, lamps, pictures
Fixtures: bathtub, shower, toilet, sink, counter, shelf, closet, tiles, faucet, mirror
Verbs: clean, vacuum, scrub, dust, polish, wipe, dry, tuck, shake, take out, put away, put on, take off, turn on/off, throw out/away.

Supplies: *from Provide supplies upon request*
linen: sheets (sizes), pillowcases, blanket, bedspread, mattress pad, rubber mat
terry: bathtowel, handtowel (face towel), washcloth (facecloth) bathmat
amenities: soap, conditioner, shampoo, lotion, shower cap, shoe cleaner, sewing kit, mouthwash, pad, pen/pencil, stationary, envelopes
basics: glasses, ice bucket, ashtray, matches, tissues (Kleenex), toilet paper, wastebasket (trashcan), laundry bag, plastic bag, crib, cot
cart: vacuum, cleanser (e.g. Comet), spray cleaner, linen bag, trash bag

Basic Skills:

Read: Identify words related to work experiences and language
Read room assignment slip,
Match words with supplies,
Sight read labels on cleaners,
Read room inspection checklist,
Read training manuals, if applicable

Write: Write simple declarative/interrogative sentences
Write simple instructions

Numeracy: Count number of supplies/towels (eg. checking supplies in/out)
Estimate time needed to complete a task

Culture: Industry practices

Find out the hotel policy about ...

listening to radio/TV while working _____

smoking (yes ___ no ____ when?_____ where?_____)

using the telephones _____

accepting tips (yes ____ no _____ reporting tips _____)

accepting gifts(yes ____ no _____ what kinds? _____)

REPORT WORK PROGRESS and PERFORMANCE EVALUATION

SPL	FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Respond to requests for information	Are you busy? Is room ___ ready? Are you finished? Not yet. Almost.	Yes/No questions	*Realia:* work assignments *Activities:* role play
	Request clarification	What room? Room 210?		
	Rrespond to criticism	* You forgot to restock your cart. * You didn't clean the _____. * Where were you ____? I'm sorry. I forgot.	simple past	
3	Respond to requests for information	**see above** Did you clean room __ yet? Is room __ clean? In a few minutes. I'll do that next. * Hurry up.	Yes/No questions:past	
	Respond to criticism	**see above** I'm sorry. I'll do it again. I'm sorry. I won't do it again.	future	

REPORT WORK PROGRESS AND PERFORMANCE EVALUATION

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Respond to requests for information	How many rooms do you have left? *Have you finished room___ yet? How long will it take you? I'll be done in about ____. I'll do it right away.	present perfect future	
	Respond to criticism	see above		
	Give reasons/explanations	I didn't do it because <u>there was a "do not disturb sign.</u> <u>the guest was staying over.</u> There was a problem in room __.	because clauses there was/were	

*Respond only

REPORT WORK PROGRESS AND PERFORMANCE EVALUATION

Vocabulary:

Progress: finished, done, not yet, almost, right away, in a few minutes.
Evaluation: coaching and counselling, probation, warning

Basic Skills:

Read: Read performance evaluation

Write: Write simple declarative/interrogative sentences

Numeracy: Demonstrate understanding of values on performance evaluation
Estimate how long it will take to complete task

Culture: Industry practices

Find out the hotel policy about...

dealing with floor supervisors, if applicable _____
performance evaluations: (get checklist if available)
what is evaluated _____
evaluation criteria _____
by whom _____
how often _____
warnings?_____
orally _____
written _____
linked with pay/raises _____

REPORT LATENESS/ABSENCE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self	This is <u>name</u> .		*Activities:* use visuals and teletrainer to role play calls *Texts:* A New Start 138 Fairfax 75-78 Survival Eng. I 84-90.
	State problem/Give reason	I can't work today. I have the <u>flu.</u> I will be late. I <u>missed</u> the bus.	simple present simple past	
	Identify body parts	My <u>arm</u> hurts.	simple present	
3	Identify self	**see above**		
	State problem/give reason	I can't work because I have a <u>terrible headache.</u> I can't work today because my <u>son is very sick</u>. I will be 1/2 hour late because <u>my car won't start</u>.	because clauses	*Video:* WUSA III 24, 29+, 33-35 Side by Side I 96-98 Survival Eng. I 106

Report absence/lateness

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Make request on telephone	May I speak to _____ in Housekeeping, please.		
	State problem/Give reason	see above		Texts: WUSA III 41-42,
	State intention (time)	I'll be back ____.	future	ESL Action 74-75 Speaking Up at Work

Report absence/lateness

Vocabulary:

Body parts: head, stomach, back, shoulder, arm, hand, fingers, leg, knee, ankle , foot, toe, etc.
Ailments: flu, headache, stomachache, toothache, hurt, pain, sore, broken, etc.
telephone: May I speak to ___, This is _____, Please hold, etc.

Basic Skills:

Read: Identify word related to health
Read appointment cards
Read hotel sick leave policy

Write: Write simple declarative/interrogative sentences.
Complete sick leave form

Numeracy: Calculate number of hours sick pay

Culture:

Find out the hotel's policies about the following:

acceptable excuses for absence _____
when doctor's note is required _____
when to call in lateness(i.e. how many hours before shift)_____
sick leave policy _____
whom to call about absence/lateness _____

GIVE DIRECTIONS TO PLACES WITHIN THE HOTEL & VICINITY

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Respond to requests for . information	* Excuse me. Where is the bar?	simple present	*Realia:* signs from hotel, floor plans, diagrams
	Provide information	It's on the first floor, It's down the hall. It's next to the ice machine.	ordinal numbers prepositions:location	*Activities:* draw floor plans, match pictures to signs, role play giving directions *Texts:* Fairfax 18-27
3	Respond to requests for. information.	How do I get to the pool?	simple present	*Texts:* Voc. ESL Unit C:12-15
	Provide info. (location)	It's on the 1st floor, next to the piano bar. Take the elevator to the 2nd floor. It's on the left.	prepositions:location	
	Apologize	I'm not sure. I'll ask my supervisor. I don't know. You can ask the front desk.		

* respond only

• Give directions to places within the hotel and vicinity

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Respond to requests for information	* Could you tell me where the pool is? * Do you know where I can buy a postcard?	embedded questions	*Texts:* English That Works I 98+ Survival Eng.I 121-125 May I Help You 41-43 Speak Up at Work 20-26 Side by Side I 144-145
	Give directions	Go to the lobby. Turn left. Then... you'll see the bar on the right.	prepositions:location	Voc. English Unit C
	Make suggestions	Try the gift shop. You can ask the concierge. There's a restaurant on 14th floor. It's open late.		

Give directions to places within the hotel and vicinity

Vocabulary:

Prepositions: in, on , next to, near, between, on the right/left, below
Places: pool, restaurant, bar, post office, gift shop, newstand, photocopier, beauty/barber shop, theater, Metro/subway, shopping center/mall, etc.

Basic Skills:

Read: Identify signs in hotel (places)
Locate information on simplified/real floor plans, maps, and in hotel directories

Write: Write simple declarative/interrogative sentences
Numeracy: Interpret ordinal numbers and fractions 1/2 (as in 1/2 block)

Culture:

Guests will often ask the housekeeping staff for directions to various location in the hotel. Therefore housekeepers should know where these services and features are and be able to give clear instructions to these places.[1]

It is very helpful if the housekeeper/houseman can give directions to other places within the vicinity of the hotel.[2]

It is helpful if housekeeping staff can refer guest to other hotel services (eg. front desk or concierge) for assistance.[3]

Housekeeping staff should also be aware of the hours of operation for the various services in the hotel.

Anne Lomperis More. Vocational ESL for Hotels, lesson 12
Ibid., lesson 13

REPORT AND PREVENT ACCIDENTS/EMERGENCIES

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify safety signs	Fire Exit. No Smoking. Danger. Warning		*Realia:* signs from hotel classroom signs
	Report accidents	I hurt my arm. I fell down.	simple past	*Activities:* show sign and give warning, pantomime, match sign to safety hazards
	Warn others	Stop! Be careful! Don't do that. Watch out!	imperative	*Visuals:* A New Start 139-140 Fairfax 92,
	Request clafication?	When? How?	Wh-questions	Your First Job, Unit8 Let's Work Safely (many) Worksight (many)

Report and Prevent accidents

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
3	Explain safety signs.	You can't smoke here. You should use gloves.	modals	*Texts:* Fairfax 92-94, Let's Work Safely 2-3, 7 90, 95
	Report accident	I fell down and cut my head. He slipped on the wet floor. This is __name.__ There's a fire in room _____.	simple past	
	Make a suggestion	You should go to the nurse. Call security. Call Housekeeping.	modal: should	
	Warn others	Don't stand on the tub. You could fall. Keep your cart in front of the door.	imperatives modal: could	
4-5	Make a suggestion	You shouldn't smoke here. You should wear gloves.	modal: should shouldn't	Texts: ESL Action 91+, 108+, 111 Let's Work Safely 100-108
	Report accident	I was cleaning the tub when I slipped. When did it happen? How did it happen?	past continuous	
	Warn others	If you stand on the tub, you might fall.	if clauses modal: might	

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Report and Prevent accidents

Vocabulary:

Body parts: arm leg, finger, head, etc.
Verbs: fell, cut, broke, burned, twisted
Signs/labels: No smoking, fire exit, warning, danger, caution, hazard, fire escape, fire extinguisher, poison

Basic Skills:

Read: Identify common signs related to safety (eg. labels on cleaners, safety rules)
Read safety manual
Supply missing words in a sentence through use of context

Write: Fill out accident report form
Fill out insurance claim forms.
Write simple declarative/interrogative sentences

Numeracy: Dial security or emergency phone number in hotel

Culture:

Ask the hotel about safety policies and accident procedures:

Reporting accidents: to whom _____
how _____
when (severe/minor)_____
insurance _____

Find out specific problems that have occurred in the past and need to be addrerssed:

_____

_____

Any special safety rules?
clothing/uniform _____
about doing job _____

REPORT PROBLEMS: repairs needed

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify problems	The sink is leaking The lamp is broken.	be + adjective	*Visuals*: Survival Eng. I 190-193 A New Start 115-116 Fairfax 64-65, 88-91
	Report problems	There's a problem in room ____. I found this is room _____	there is/are	*Activities*: match problem with solutions, role play lost and found.
	Request clarification	What room? What's broken?		
3	Identify problems	The drapes won't close. The bedspread is torn.		*Texts:* Fairfax 80-91 Roy Bowers 51
	Report problems	**see above** The sink needs to be fixed.	need+ to be + verb	
	Request clarification	Which room? What needs to be fixed?		

Report Problems

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	Report problems	**see above** The faucet has been broken for 3 days.	present perfect ←	*Texts:* ESL for Action 49+ for/since
	Request Assistance	This is the housekeeper in room ___. Can you send help from maintenance.	simple present	
	Request clarification	For how long?		

Report Problems

Vocabulary:

problems: broken, doesn't work, missing, leaking, dripping, stopped up, stained, torn, loose, burned, closed, stuck, etc.
furniture and fixtures in room (review)
lost and found items: clothing, briefcase, bathrobe, clock, shoes, etc.

Basic Skills:

Read: Identify room numbers
Read work orders/work requests
Supply missing word in a sentence through the use of context

Write: Fill out work orders
Fill out lost and found slips
Write simple declarative/interrogative sentences

Numeracy: Identify room numbers
Write date (on work orders)

Culture:

Find out the hotel policy about the following...
reporting problems: to whom _____
how (orally or in writing) _____
what requires immediate attention _____

READ PAYCHECKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify terms (paycheck) Ask/Answer questions Ask for assistance	How much is your pay? How much do you make an hour? $ _____ per hour. I have a question about my pay. Please help me.	Wh- questions	*Realia:* simple/real pay-checks *Texts:* Fairfax 69-72
3	Ask/Ans. questions (pay) Report problem	**see above** How much is your gross pay? How much did they deduct for <u>taxes</u>? I think there's a mistake. I worked overtime.	simple past	*Texts:* Speaking Up at Work 50-56 ESL for Action 52-65
4-5	Report problem	I think my check is too <u>low</u>. I think my check should be <u>more (higher)</u>. I don't understand why my check is <u>lower</u> this week.	too, very comparatives	*Texts:* Your First Job: Unit 9 Eng. That Works I 151-159

Read paychecks

Vocabulary:

pay: regular, overtime, time and half, gross, net, YTD ,totals, vested hours, unvested hours
deductions: Federal, state, FICA, insurance, meals, uniform
leave: vacation, holiday, sick

Basic Skills:

Read: Identify common terms on paychecks

Write: Endorse check
Write simple declarative/interrogative sentences

Numeracy: Calculate pay (hourly rate, number of hours worked, deductions)

Culture:

Find out the hotel's policies about the following:

starting rate: _____
raises:
how often: _____
criteria: _____
deductions:
meals: _____
uniforms: _____
insurance: _____
pay policy
docking pay _____
bonuses/incentives _____
overtime: _____